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ABSTRACT

The manual is intended to provide guidelines to Washington local education agencies (LEAs) and Head Start programs on interagency agreements. Factors involved in agreements are discussed, and an example of a proposal for service coordination touches on aspects of recruitment and outreach, screening, team staffing, assessment/diagnosis, individualized educational program planning, delivery of services, and tracking. A discussion of elements of agreements (such as program delineation and roles and responsibilities) is followed by information on Washington state procedures for developing contractual agreements between Head Start agencies and LEAs. The document concludes with a sample interagency agreement. (CL)

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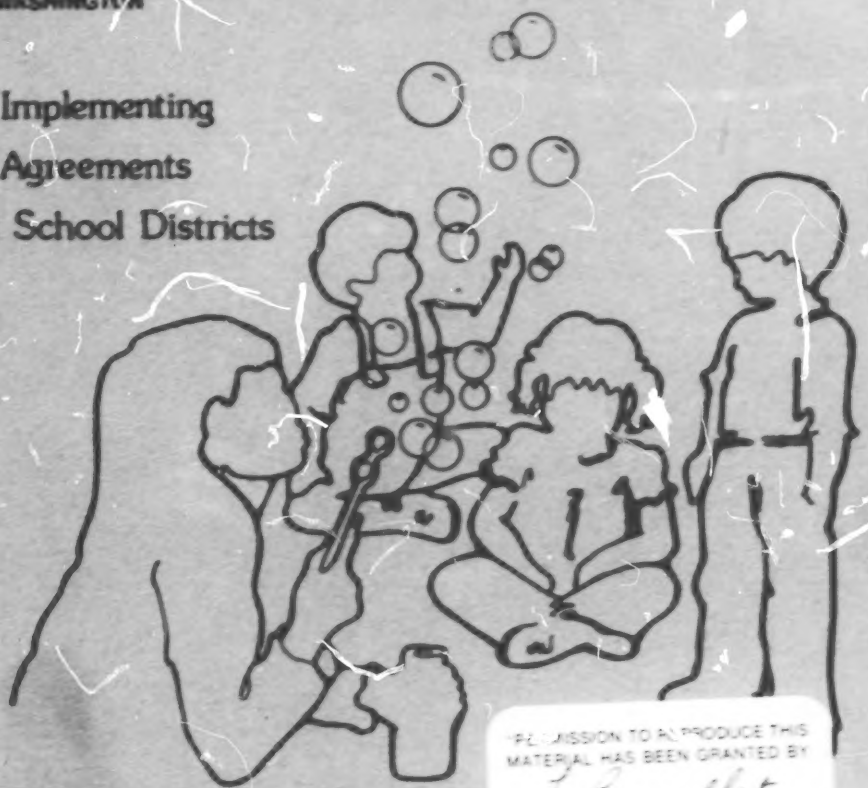
PRESCHOOL PROGRAMS FOR HANDICAPPED CHILDREN

IN THE STATE OF WASHINGTON

Guidance for Implementing Interagency Agreements Head Start/Local School Districts



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Early Childhood Education

EC140173

IMPLEMENTATION MANUAL

FOR INTERAGENCY AGREEMENT BETWEEN

The State of Washington
Office of Superintendent of Public Instruction

and

The Department of Health and Human Services, Region X
Administration for Children, Youth and Families

INTRODUCTION

This manual was developed to provide Local Education Agencies and Head Start programs with procedural guidelines for implementing the provisions contained in the OSPI-ACYF interagency agreement. It also offers suggestions for facilitating closer cooperation between school districts and Head Start programs.

The manual is organized so that each heading deals with a parallel section in the agreement itself. Although the procedures themselves may appear simple to implement, it should be remembered that initiating any change will require overcoming years of tradition in dealing with programs through accustomed patterns of relationships. Therefore, it is suggested that any changes be implemented gradually and cooperatively by all parties. Success will be facilitated if priorities are established for dealing with specific section(s) of the agreement. The ranking of these priority items will vary from community to community depending upon the needs of each locality. Once the provisions for implementing one section are in place in a community, it will be less difficult to move on to another section.

A suggested starting point in any community is the establishment of an interagency team with representatives from the local school district and the Head Start program. It is recommended that one administrator and one classroom teacher from each agency schedule an initial meeting. Each of the administrators should have the authority to make policy decisions for their agencies. This group should determine other individuals who should be involved in subsequent meetings to plan for dealing with provisions in the agreement and/or locally determined issues. This "interagency team" can then conduct regularly scheduled meetings to discuss and document the functional areas that need to be coordinated. The basic purpose for holding these meetings should <u>always</u> be to discuss ways of improving services for the preschool handicapped population. References by agencies that the reason for such meetings is to help them meet agency objectives should be avoided. This will foster better cooperation and avoid turf issues at the onset of these meetings.

A suggested format for assisting in this process is attached as Exhibit A. Exhibit A was used by the Mason-Thurston Head Start program to initially suggest areas of coordination to school district personnel. By outlining the roles the agencies play for each function, all parties

can sort out the issues involved in coordinating the different functions and activities. The format also identifies a time frame for action and lists the potential benefits of coordinated services.

STATEMENT OF PHILOSOHY

This section confirms that both parties to the agreement believe that all handicapped individuals must be provided a free, appropriate education and related services. It lists the areas of handicapped children's services most of which are covered under the terms of the agreement.

An essential statement in this section is that "no single agency has the capability of providing all services for handicapped children." Therefore, interagency collaboration is essential in order to adequately serve this population. Both OSPI and ACYF recognize a priority for services to young handicapped children. Local school districts are encouraged to work cooperatively with community programs, including Head Start, to plan and initiate such services.

PURPOSE

The purpose of the agreement is to clarify responsibilities and encourage cooperation in provision of services to handicapped 3-5 year old children who may be eligible for either Head Start, a public school program, or both.

BOTH PARTIES MUTUALLY AGREE TO DO THE FOLLOWING:

STATEMENT OF GENERAL RESPONSIBILITIES

This section covers responsibilities of each party. In discussing this section, other community agencies and programs with similar responsibilities for the target population should be identified. Representatives from these programs should be invited to meet with the planning group in order to identify current areas of overlaps and gaps in service provision. Discussions should be held so everyone involved has an equal understanding of each party's role and responsibility for handicapped children ages 3-5. If numerous agencies are involved, this may consume a number of meetings until participant's awareness levels about all service have increased to a point of mutual understanding.

IDENTIFICATION

This is the first area covered in the agreement where specific actions can be taken by both parties to coordinate and improve the effectiveness of a defined function. Discussions of each party's role and procedures will readily indicate specific areas where coordination is needed. A format to assist in this effort is found in Exhibit B. Subsequent cooperative action can then be taken to assure that agencies do a more effective job of locating and identifying handicapped children in the community.

DIAGNOSTIC SERVICES

This section briefly lists each party's responsibility for assessment and/or diagnosis of a handicapping condition. Discussions should center upon the disciplinary components required by each party in order to determine if common standards can be developed. This function will usually necessitate the involvement of other agencies in the discussion, as all components are generally not available within either the schools or Head Start. Decisions should be reached on the following three issues: 1) release of information, 2) parental involvement in the diagnostic process and 3) a reporting format acceptable to both parties. Both areas of common requirements and those that are different need to be defined and discussed. These services can then be coordinated to eliminate duplicated activities and to fill in existing gaps.

INDIVIDUALIZED PROGRAMMING

Since this section dictates that both parties must develop an individualized program for each child, the feasibility of a jointly designated format should be discussed. Another possibility is to define those components common to each party's format and to discuss mechanisms for coordinating and standardizing them. Other issues which should be addressed are parental involvement and transitional planning for children going from Head Start into a public school.

PROCEDURAL SAFEGUARDS/DUE PROCESS

Discussion for implementing this section should focus on the regulations each party must operate under in this area. Common requirements and differences should be identified so that each party is familiar with the procedures of the other. Areas of conflict must have to be discussed in order to determine how these differences can be coordinated or changed, if appropriate.

MANAGEMENT INFORMATION

This section clearly states that client-based data will be exchanged only with parental permission. In order to solve this problem, a release of information form appropriate for both parties should be discussed and designed. The parents can then sign one form that giving approval to release of data to both parties. If appropriate, other agencies may wish to participate in this discussion so that one form can be designed for community-wide use.

LOCAL COOPERATION

This section encourages the development of written agreements to legally document the collaborative arrangements developed through interagency team meetings. Four functional areas are suggested for documentation: 1) identification, 2) diagnosis, 3) individualized planning, and 4) shared data.

Interagency agreements should be simple and written in easily understood language. The language of the legal profession should be avoided whenever possible. Numerous elements can be included in an interagency agreement, but not all are applicable. A checklist for developing written agreements if found in Exhibit C.

Exhibit D contains the procedures a school district and a Head Start program should follow to allow the school district to contract with a Head Start program for placement when a Head Start placement is most appropriate for preschool handicapped children.

TECHNICAL ASSISTANCE AND DEVELOPMENT

This section, related to the role of each party in implementing the agreement, does not require further comment here.

LIAISON

Persons from each agency responsible for implementation of this agreement at both the community and state levels should be identified. A list of these persons, addresses, and the phone numbers should be published and periodically updated. Local school district and Head Start personnel should receive this information. In each community where an interagency team is in operation, the names of responsible agency persons should be submitted to the State Training Office for Head Start, the ACYF regional office, OSPI, and the Resource Access Project contractor. This will insure that everyone who should be notified of any communication relating to this area is so informed.

PERIODIC REVIEW/DURATION

MODIFICATION/TERMINATION

These last two sections are self explanatory. Community agency representatives who encounter problems with this agreement should contact either OSPI or ACYF with their concerns and recommendations for change.

EXHIBIT A
PROPOSAL FOR COORDINATION OF SERVICES

RECRUITMENT & OUTREACH

ACTIVITY & PERSONNEL	HEAD START	SPECIAL SERVICES	OTHER
Advertising in community	SS/PI Coordinator		
Contacting agencies for referrals	SS/PI Coordinator		
Child Find activities		Child Find Coordinator	
Referral for most appropriate placement in Head Start, Special Services or shared program	SN Coordinator	Child Find Coordinator	

PROJECTED TIME FRAME: March 1 - August 30

ISSUES

1. Confidentiality of information
2. Coordination of enrollment and intake forms
3. Referral procedures for placement of children in Head Start, Special Services or shared program

BENEFITS

1. More comprehensive identification of children needing special services in community
2. Compliance with funding source mandates for
3. Coordinated placement policies

SCREENING

ACTIVITY & PERSONNEL	HEAD START	SPECIAL SERVICES	OTHER
Speech screening		C.D.S.	
Hearing screening		(audiologist)	(audiologist)
Developmental assessment	Teacher		
Height/Weight/Vision	Teacher		School nurse
Health History	Health Staff		
Initial Observations	SN & Education Coord.		
Physical/Dental exams	Health Staff (referral & documentation)		Physicians Public Health Dept. Dentists
Conference to identify children for follow-up at initial team staffing	SN & Education Coordination Teacher		
Share information & results with parents	Teacher		
PROJECTED TIME FRAME:	September 8-11 (R) September 15-22 (O)	September 8-11 (R) September 15-22 (O)	75% before enrollment 25% Sept. - Oct.
	7 hrs X 4 days (R) 7 hrs X 6 days (O)	5 hrs X 4 days (R) 7 hrs X 6 days (O)	
ESTIMATED NUMBER OF CHILDREN:	29 children (R) 84 children (O)	29 children (R) 84 children (O)	29 children (R) 84 children (O)

TEAM STAFFING

ACTIVITY & PERSONNEL	HEAD START	SPECIAL SERVICES	OTHER
Initial team staffing to identify children for evaluation and/or monitoring	Teacher(s)	Psychologist	
Initial planning for follow up	S.N. Coordinator	C.D.S.	
		(audiologist)	(audiologist)
		(physical therapist)	
PROJECTED TIME FRAME:	September 12 (R) September 23 (O)	September 12 (R) September 23 (O)	
	3 hours (R) 6 hours (O)	3 hours (R) 6 hours (O)	

ISSUES

1. Training for Head Start staff in interdisciplinary staffing techniques
2. Facilitation of staffing session
3. Scheduling staff time

BENEFITS

1. Interdisciplinary identification of concerns
2. Cooperative planning for children with special needs
3. Development of plans and schedule for evaluation of special concerns

ASSESSMENT/DIAGNOSIS

ACTIVITY & PERSONNEL	HEAD START	SPECIAL SERVICES	OTHER
Speech evaluations		C.D.S.	
Psychological testing		psychologist	
Hearing assessment			physicians/ P.H.D.
Vision assessment			physicians/ P.H.D.
Orthopedic assessment			physicians/ C.C.S.
Health assessment			physicians/ P.H.D.
Behavioral observations	S.N. Coordinator	psychologist	
PROJECTED TIME FRAME:	completed by Oct 31	completed by Oct 31	completed by Oct 31
ESTIMATED NUMBER OF CHILDREN:	approx 10 children	approx 30 children	approx 40 childr

ISSUES

1. Consent forms from parents
2. Sharing results of evaluations with parents
3. Diagnostic format which complies with ACYF and OSPI eligibility requirements

BENEFITS

1. Early evaluation of special concerns and initiation of treatment
2. Coordination of assessment information for Special Services and Head Start
3. Identification of "at risk" children for continued monitoring

I.E.P. PLANNING

ACTIVITY & PERSONNEL	HEAD START	SPECIAL SERVICES	OTHER
Review evaluation results	S.N. Coordinator	C.D.S. psychologist (audiologist) (physical therapist)	physicians P.H.D. (audiologist) C.C.S.
Identify annual goals, supporting objectives and special services	S.N. Coordinator	C.D.S. psychologist (audiologist) (physical therapist)	
Plan activities for achieving objectives	S.N. Coordinator Teacher	Teacher* (*for children enrolled in both Head Start and Special Services programs)	
PROJECTED TIME FRAME:	completed by 11-18 (R) completed by 12-3 (O) conference, approx. 2 hours per child	completed by 11-18 (R) completed by 12-3 (O) conference, approx. 1 hour per child	
ESTIMATED NUMBER OF CHILDREN:	approx. 30 children	approx. 20 children	approx. 10 children

ISSUES

1. Procedures to involve parents in IEP development
2. Coordination of IEP forms & procedures
3. Coordination of input from teachers for children in both Head Start and Special Services programs

BENEFITS

1. Early completion of IEP
2. Coordination of all services for child
3. Continuity of plans for children moving from Head Start to Special Services programs

DELIVERY OF SERVICES

ACTIVITIES & PERSONNEL	HEAD START	SPECIAL SERVICES	OTHER
Classroom experience	Teacher	Teacher	
Necessary treatment/therapy		C.D.S. (physical therapist)	physicians C.M.H.C.
Parent Support: Exploring Parenting, Morning at Head Start, referral to other services.	Teacher SS/PI Coordinator		
PROJECTED TIME FRAME:	Begin Sept 22 (R) Begin Oct 6 (O)	Started by Nov. 1	Started by Nov 1
	8 hrs/week classroom	as needed	as needed
ESTIMATED NUMBER OF CHILDREN:	approx. 30 children	approx. 20 children	approx. 20 children

-10-

ISSUES

1. Certification of Head Start teachers
2. Scheduling therapy

BENEFITS

1. Provision of all needed services
2. Mainstreaming opportunities
3. Parent involvement and training resources for parents with handicapped children

TRACKING

ACTIVITY & PERSONNEL	HEAD START	SPECIAL SERVICES	OTHER
Family staffing: review progress, update plans for all children and families	Teacher(s) S.N. Coordinator Health Coordinator P.I. Coordinator Ed. Coordinator		
Mini/Team staffing: review progress of handicapped children, udpate IEP, identify new concerns, plan classroom activities.	Teacher(s) S.N. Coordinator Ed. Coordinator	Teacher(s) Psychologist C.D.S. (audiologist) (physical therapist)	
Final Mini/Team staffing: placement and planning for next school year	same	same	

PROJECTED TIME FRAME: 10 week cycle: see attachment

ISSUES:

1. Scheduling staff time
2. Training for Head Start staff in interdisciplinary staffing procedures
3. Facilitating sessions

BENEFITS

1. Coordination of services and planning for children
2. Planning for "at risk" children
3. Continuity of services for children entering Special Services programs from Head Start

EXHIBIT B

Format for Developing Functional
Areas of Cooperation

A number of functional areas exist in dealing with services to preschool handicapped children. The list and definition of these areas will vary from community to community. Examples of such areas include: 1) public awareness, 2) professional awareness, 3) screening, 4) assessment, 5) planning process, 6) service delivery, 7) technical assistance, and 8) program evaluation. For each separate function the following items should be developed by the community interagency team.

FUNCTIONAL AREA

STANDARD	A consensus statement of what should exist in the community for this function.
NEED	An action statement which defines what will be done to close the gap between what should exist as listed in the standard and what actually exists in the community.
RECOMMENDATIONS	A listing of action steps to be taken which will lead to the accomplishment of the statements listed as Standards above. These action steps should define who will do what, when it will be done and where it will be carried out. A clarification of any financial considerations should also be included.

EXHIBIT C
ELEMENTS OF AGREEMENTS

There any any number of elements that can be included in an interagency agreement. The following eight elements are considered important components of interagency collaborative agreements. Not all agreements, however, will require all eight elements. Some agreements may require elements that are not mentioned here.

STATEMENT OF PURPOSE

A statement of clear purpose for agreement between the parties should be one of the first items listed. A delineation of goals and measurable objectives for the term of the agreement should be included. The writing of measurable objectives will greatly facilitate the later evaluation of an agreement.

DEFINITION OF TERMS

Many times the terminology used by one agency is familiar to that agency alone. The word evaluation may mean one thing to a health agency, but have a different meaning for educators. Therefore, it is essential to define any ambiguous or unfamiliar terms as part of the document.

PROGRAM DELINEATION

In order to facilitate a clear communication of the need for and the intent of an agreement, there should be a clear delineation of the specific program, service, or focus for which the document is being written. Such statements do not need to be long, drawn-out descriptions written in minute detail; however, enough information should be included to describe sufficiently the program or service so that a first time reader can grasp its meaning.

FIRST DOLLAR RESPONSIBILITY

Much confusion exists among various federal and state programs providing services to handicapped children as to which program or agency is responsible for paying the first dollar for a service and which agency pays only when no other program is responsible. The determination of which agency has the first dollar responsibility for the payment of services should be in the agreement. The specification of other financial or funding arrangements for payment of services should also be addressed.

ROLES AND RESPONSIBILITIES

The specific actions, roles, and responsibilities of each party to an agreement should be written clearly so there is no confusion as to who does what, when, and where. At the same time, mutual responsibilities to be shared by all parties should be set forth.

DESIGNATION OF RESPONSIBLE POSITIONS:

The major fault of many past agreements between agencies can be traced to the failure to assign a designated staff person with the responsibility of ensuring that the provisions of the agreement were carried out. Too many times an agreement will be written, filed away, and forgotten until a major crisis or problem comes along. To prevent this from occurring, a staff member from each agency who is party to the agreement should be designated in the terms of the agreement. This person would be responsible for:

1. Implementing the agreement as specified
2. Monitoring the implementation to ensure its success
3. Negotiating change in the agreement when it becomes necessary to update it.

ADMINISTRATIVE PROCEDURE

There are numerous general administrative procedures that should be part of every agreement. These items include a specified starting and ending date for the agreement, a mechanism for updating it, confidentiality safeguards, referral mechanisms, information sharing, nondiscrimination clauses and other ensurances.

EVALUATION DESIGN

In order to determine the success or failure of an interagency agreement, it is extremely helpful to build into the agreement itself an evaluation mechanism. The design of this mechanism should be specified and agreed upon by all parties. The person(s) responsible for the evaluation and sanctions to ensure its implementation should be identified.

EXHIBIT D

PROCEDURES FOR DEVELOPING CONTRACTUAL AGREEMENTS BETWEEN HEAD START AGENCIES AND LOCAL SCHOOL DISTRICTS

The Superintendent of Public Instruction encourages and supports the involvement of local school districts in providing educational programs and related services to preschool children with handicapping conditions. When a school district decides to count and provide services for 3-5 year old handicapped children, but is unable to do so because of inadequate facilities, lack of program, and/or materials, several alternatives are available.

The school district may contract with approved nonpublic educational agencies such as Developmental Centers, Head Start Centers, hospital programs, etc. to provide educational services for handicapped children. This attachment describes the processes and considerations when a local district wishes to contract with a Head Start agency to provide an educational program for an eligible handicapped child.

Contractual Agreements with NonPublic School Agencies

In order for a school district to contract with a Head Start agency, the district must submit a 593-A form, "Application for Approval of NonPublic School/Agency Programs for Handicapped Children" to the Educational Service District (ESD) in your region. The form is completed by the nonpublic school agency (Head Start) and submitted by the school district. Copies of these forms may be obtained from either the local school district, ESD, or SPI. Once the application has been reviewed and approved by the ESD it is submitted to the Division of Special Services. It is then submitted to the State Board of Education for approval of the nonpublic school agency.

The requirements for approval include the following:

a) There must be at least one or more staff persons of the Head Start program currently certified to teach in the State of Washington with training and experience to serve preschool age children with handicaps.

b) The Head Start Agency must maintain written policies which are available for review and govern the services contracted for including:

1) Scope of the service offered
2) Admission and discharge policies
3) Educational philosophy and methodology
4) Care of children in emergencies
5) Clinical and administrative records
6) Personnel policies
7) Staff duties
8) Fee schedules

c) The participating Head Start programs must meet Washington State program standards as contained in WAC 392-171.

Once the Head Start Agency has been approved as a nonpublic school agency for serving handicapped students, the school district may develop individual contracts for those handicapped students that can best be served in a Head Start center. The procedures for developing a local contractual agreement for each child would be the same as those used for any handicapped child who is not served by the resident district.

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INTERAGENCY AGREEMENT

between

THE STATE OF WASHINGTON
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

and

THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, REGION X
ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES

Statement of Philosophy

The Washington State Office of Superintendent of Public Instruction (OSPI) and the Department of Health, Education and Welfare (HEW), Region X, Administration for Children, Youth and Families (ACYF) believe that all handicapped individuals must be provided a free, appropriate public ecucation and related services within guidelines or laws stipulated for both Head Start grantees and local education agencies (LEA's). Such major areas of services to handicapped children shall include, but not be limited to:

prevention, identification, recruitment, assessment, individualized developmental/educational programs, a continuum of program options, parent counseling, due process procedures involving parents and remedies to disagreement, linkage among provider agencies, transportation, technical assistance, referral and management information.

No single agency has the capability of providing all services for handicapped children from birth through adulthood. Interagency cooperation is necessary to provide the range of resources required for full service implementation.

OSPI and the ACYF, Department of Health, Education and Welfare recognize a priority for services to young handicapped children. Although preschool services are not mandatory at this time, OSPI encourages local school districts to support program delivery at this age level and to work cooperatively with community programs, including Head Start, in the planning and initiation of such services.

PURPOSE

It is the purpose of this Interagency Agreement to clarify responsibilities and encourage cooperation in the provision of appropriate education and related services for all handicapped children ages 3 through 5 residing in the State of Washington and potentially eligible for either a Head Start or a public school program.

The Parties Mutually Agree As Follows:

Statement of General Responsibilities: The State of Washington currently requires school districts to provide special education and related services for all handicapped children (45 CFR 121) beginning at age 5. For handicapped eligible children birth to five the state law is permissive. Local districts may provide educational programs for handicapped children ages birth to 5 and are fully funded to do so. (See WAC 392-171-325 (2)(3). See Note 1.) Chapter 392-171 WAC-Administrative Rules and Regulations govern the provision of special educational and related services through the Office of Superintendent of Public Instruction. Through funding, technical assistance and fiscal support, in addition to monitoring activities, OSPI will assure compliance with both the Federal and State regulations by the school districts in carrying out their legal mandate to provide free appropriate public education for all eligible handicapped students.

Region X ACYF will continue to provide funds, grants administration, policies and procedures, administrative or technical assistance, and support to Head Start grantees and delegate agencies in Washington for enrolled preschool handicapped children.

The revised Head Start Performance Standards will continue to be required of all Head Start grantees, which reflect the intent and purpose of P.L. 94-142.

Identification: Federal and State regulations require that each local school district develop and implement a system to locate and identify all handicapped children who require special education and related services from birth through age 21. Child identification activities may include, but are not limited to: (1) the development of Child Find material, (2) media/awareness campaign, (3) screening, (4) communication with community agencies, including Head Start, (5) pediatric and community health referral systems, and (6) linkage with additional community agencies and referral sources. OSPI will continue to provide leadership, supervision and technical assistance to local school districts in the implementation of child identification activities. As part of the state Child Find efforts, each LEA is required to establish communication with the Head Start program(s) within the district boundaries. (See Child Find Manual, 1979, and Special Education Monitoring manual.)

Head Start programs are required (OCD Notice N-30-364-4) to conduct an active outreach to enroll children with known handicaps. In addition, following enrollment, all children are screened to determine those who are in need of further assessment to diagnose previously unknown handicapping conditions. Activities are similar to those mentioned above.

Diagnostic Services: Washington law and the Rules and Regulations, Chapter 392-171 WAC, require that local school districts comprehensively assess children where a need has been established so that appropriate educational programs may be provided. A multidisciplinary team assessment is required and must address the following areas: (1) cognitive, (2) gross/fine motor, and (3) social adjustment as specified in WAC (392-171-400). OSPI will continue to support local school districts as they implement comprehensive assessment for handicapped students.

Head Start personnel will ensure that initial identification of handicapped students is confirmed by professionals trained in assessing handicapping conditions. Head Start programs are required by their performance standards (OCD Notice N-30-331-1) to insure that comprehensive multi-disciplinary assessments are conducted for the diagnosis of handicapping conditions. This assessment covers the same areas cited above.

Procedures will be implemented in conformance with requirements of confidentiality and protection in assessment in order to ensure that no child is mislabeled. Assessments will include categorical and functional data, as well as the annual review of progress and eligibility as may be indicated by formative and/or summative data analysis.

Individualized Programming: Each local school district must develop an appropriate individual educational program (IEP) based on the results of the multidisciplinary assessment. The implementation of individualized programs as given in Performance Standards mandated for Washington Head Start grantees and delegate agencies will continue to be required by the ACYF. Included in such programming is placement in the least restrictive environment, and parental approval of an individually prescribed program consisting of a child's present level of performance, annual goals, short-term objectives, related services, as needed, projected dates for initiation and duration of services, and evaluation procedures and criteria to determine whether the objectives are being achieved.

Procedural Safeguards/Due Process: It is the intent of OSPI and ACYF that proper procedures be used in the identification, evaluation, IEP development, placement, services, and program changes provided for handicapped individuals. All procedural safeguards or due process guarantees of any applicable State or Federal law, rule, or regulation shall be observed by each agency (see WAC Chapter 392-171-545-600, 500-520).

Management Information: Exchange of records and personally identifiable information with appropriate public education, Head Start, or ACYF authorities will be conducted based upon a clear understanding that data provided by Head Start grantees or delegate agencies are released only with parental permission and with the expectation that they will not routinely be made available for inspection.

Local Cooperation: ACYF and OSPI encourage local school districts and Head Start programs to establish written cooperative agreements. The agreements should address all of the areas included in this agreement and describe how

the local school district and Head Start program will work together in their efforts to serve pre-school handicapped children. Where it is determined locally to be appropriate, OSPI and ACYF endorse the development of contractual arrangements between local school districts and Head Start programs to provide services to specific handicapped children.

The ACYF supports Head Start's identification efforts in Washington. From screening, appraisal, or service records, Head Start grantees and delegates will report to local educational agency personnel the number, age, and type of handicapped children identified and/or served. This information will be made available during the spring to precede the enrollment of the Head Start children in the public school.

Local educational agencies and Head Start personnel shall cooperate in the exchange of diagnostic and prognostic information, as appropriate with parent permission. Whenever possible, joint parent permission forms will be utilized by both Head Start and school district personnel.

Head Start and local educational agencies are encouraged to work jointly in developing individual education programs (IEP's). Individual education programs will be developed from multidisciplinary team assessment results and must involve parents, guardians, or parent surrogates. Head Start personnel are required to develop an individualized education plan for each identified Head Start child. They are encouraged to become familiar with the procedures and methodology utilized by the local educational agency multidisciplinary assessment teams in order to facilitate optimal program transition and ensure developmental continuity.

Shared data can serve many purposes such as a basis for determination of fiscal arrangements between the local education agency and Head Start grantees and as information for joint evaluation of efforts and programs which may be done annually, or at least at such intervals as the parties shall mutually agree upon.

Technical Assistance and Development: The ACYF will take responsibility for informing appropriate personnel of Head Start grantee and delegate agencies of the provisions of this agreement and will offer encouragement to grantees in forming close working relationships with local or state education personnel.

OSPI will inform school districts of this agreement and will offer information and assistance in conjunction with ACYF to facilitate joint programming for handicapped children in Head Start and public school programs.

Training and technical assistance related to this agreement will be available from the HEW funded Regional Access Project. The ACYF and OSPI will provide periodic joint program reviews of Head Start grantee services and preschool services offered by local education agencies. Reports of findings should be a basis for improving the coordination and quality of educational services delivered.

Liaison: Liaison activities will be maintained among the ACYF, the State Education Agency, and the State Training Office for Head Start programs and the Regional Access Project by designated personnel from each agency. Referral and liaison activities will also be conducted at the local level between Head Start grantees and school districts. It will be assumed, for purposes of this agreement, that appropriate administrative education personnel in each of the school districts will be identified as needed and relationships with Head Start grantee agencies cemented as joint efforts proceed.

Periodic Review/Duration: This agreement will be ongoing and jointly reviewed for renewal decision at such intervals as either party shall decide is necessary.

Modifications/Termination: Additions, deletions, and other amendments and/or termination to the provisions of this agreement may be made in writing upon signature of the undersigned parties or their designees.

Frank B. Brouillet

Dr. Frank B. Brouillet
Washington State Superintendent
of Public Instruction

In witness whereof, the parties hereto have executed this agreement, consisting of five pages, this 7th day of May, 1980.

Pamela A. Coughlin

Dr. Pamela A. Coughlin
Administration for Children, Youth
and Families, HEW

In witness whereof, the parties hereto have executed this agreement, consisting of five pages, this 16 day of May, 1980.

Note 1: The specific WAC references cited in this agreement are subject to change as the Special Education Rules and Regulations are modified and revised.